



Curriculum Statement for RE

Intent

At Stoborough CE Primary School, Religious education contributes dynamically to our pupils' education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

In RE our pupils learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to thought-provoking questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching, therefore, equips pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Pupils develop an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Legal requirements

The statutory requirements are to be found in the Education Act (1944) and the Education Reform Act (1988)

1. Religious Education is part of the basic curriculum but not the National Curriculum. It must be taught according to locally agreed syllabus prepared by a specially convened standing conference.
2. R.E must not be denominational but teaching about denominational differences is permitted.
3. R.E must be provided for all registered pupils. Parents have the right to withdraw their children from Religious Education lessons.
4. The Educational Reform Act (1988) states that 'Religious Education must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in the country.'
5. Stoborough CE Primary, we ensure that children receive their entitled amount of a minimum of 5% (aiming for nearer 10%) of the timetable as RE teaching. "Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5%. NB: The RE entitlement is totally separate from requirements for Collective Worship." Statement of Entitlement, Church of England Education Office. All pupils are entitled to Religious Education as laid down in the locally agreed syllabus.

At Stoborough we follow the Dorset Locally Agreed syllabus for RE, but following training by Salisbury Diocese, we also made the decision to follow the principles of the Bournemouth, Christchurch and Poole Locally Agreed Syllabus until the Dorset Syllabus is updated accordingly with a more explicit 'Religion and Worldviews' approach.

Through this approach, which builds on the enquiry-based pedagogy of previous syllabi, pupils will encompass different ways of knowing: theology, philosophy and human/social sciences), and enabling pupils to consider religion and worldviews as lenses through which people experience themselves,

others and the world.

‘The key purpose for RE in a religion and worldviews approach is for pupils to understand how worldviews work in human experience, including their own, through the study of religion and belief’ (Religion and Worldviews in the Classroom: developing a Worldviews Approach. RE Council of England and Wales, Draft Handbook 2022)

At Stoborough CE Primary we aim to deliver a high-quality RE education that:

- enables our pupils to become discerning, respectful human beings who are aware of their own and others’ beliefs and the impact of these on the ways they choose to live their lives.
- provides pupils with substantive and cumulatively sufficient knowledge about religion and worldviews, insight into the nature of faith and belief and the skills with which to consider these.
- develops the ability to consider religion and worldviews through different ‘ways of knowing’ including their personal lenses.
- supports pupils to appreciate and develop their own personal worldview

Implementation

Understanding Christianity:

The Understanding Christianity materials develop theological and conceptual understanding, taking seriously Christian accounts of the ‘big story’ of salvation and the relationship of the pupil to these texts. The resource enables pupils to move from an understanding of the biblical text and how to handle it, to an understanding of what this means for Christians within the Church and in Christian living, including opportunities for pupils to examine and evaluate connections between these ideas and the wider world

The Emmanuel Project:

Created by the Diocese of St Edmundsbury and Ipswich, The Emmanuel Project complements Understanding Christianity, providing units on other world faiths and Humanism. EYFS units on Christianity each include a link with another faith. The Emmanuel Project is based on clear theological concepts /exploring text or narrative, connects with faith community life, and looks at impact on an individual’s life.

Both resources have been developed very closely together and complement each other. They have a very carefully designed spiral curriculum that encourages children to develop a wide range of skills and build on their existing knowledge effectively.

Organisation:

The RE curriculum is taught in weekly one-hour sessions.

RE lessons are supplemented by visitors and visits e.g. visits to the local church, visitor from the Sikh community

At Stoborough School, we have an agreed set of effective teaching principles for all sequences of learning:

1. Previous learning is reviewed to develop fluent recall.
2. To avoid overloading working memory, material is presented clearly in small steps with opportunities for pupils to practise, eventually leading to independence – ‘I do, we do, you do.’
3. Effective questioning – helps children to practise new information and make connections with prior learning as well as checking understanding.
4. Teachers provide scaffolds so all learners can achieve and so they can have a wider impact in the class.
5. Teachers check for understanding and give systematic feedback

How are *all* learners supported to make progress?

We ensure that *all* children at Stoborough receive quality first teaching, including:

- Clearly designed lessons
- Appropriate use of modelling, explaining and questioning to engage with higher levels of critical thinking skills
- High expectations for all, including an expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils
- Challenges to further their knowledge through verbal feedback
- Targeted scaffolding for children who need more support, including word banks with key vocabulary
- Key vocabulary is used in class and explained and is also on knowledge organisers

Impact

In EYFS and Key Stages 1 evidence of learning is saved into a portfolio of children’s work inside their class floorbook.

In Early Years Foundation Stage (EYFS) observational assessments are completed throughout the units to identify objectives that have been met alongside the child’s next step in learning.

In Years 1-6, each unit has a unit quiz for pupils to complete so teachers can assess pupils against the key knowledge for that unit.

All assessment is used to inform future planning.

The subject leader will monitor outcomes regularly to ensure age-related progression of knowledge and skills are evident so our pupils leave us equipped for their next stage of education.